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# SURVEY OF THE OFFICE OF TRAINING August 1953

Part III  
ORGANIZATIONAL CONSIDERATIONS  
OF THE TRAINING FUNCTION

Part IV  
ANALYSIS OF TRAINING PROBLEMS

Part V  
RECOMMENDATIONS

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III. Organizational Considerations of the Training Function.

1. Position of O/TR within CIA.

- a. The position of the Office of Training as an independent Office reporting directly to the D/CI and the DD/CI is a sound conception in terms of the present organization of the Agency. From this position O/TR can and does relate directly the function of training to the varied activities of the Agency and to the Agency Career Service Program.
- b. The function of training is a substantive, not an administrative, function. The function of training is directly related to all operational, substantive, and administrative activities of the Agency. The established and proven concept that "training" and "operations" are interdependent and mutually supporting is made viable within the Agency by virtue of the position of the Office of Training vis-a-vis each of the major components of the Agency and by the effective communication the Director of Training has established with all components of the Agency through the system of Training Liaison Officers.
- c. Consideration of the foregoing, gives use to the status of the Director of Training. His responsibilities are commensurate with, and in some instances exceed, those of

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the Assistant Directors of the Agency. His grade should, therefore, be raised and his title changed to that of Assistant Director, for Training. (AD/TR)

2. Internal Organization of the Office of Training.

- a. Chart 1 reflects the present organization of the Office of Training. Immediate reorganization of the Office of Training will occur upon the imminent departure of the Deputy Director of Training (General). As a consequence of his departure, the Office of Training will be reorganized with a single Deputy. Chart 2 reflects the resulting reorganization and includes a further change, mainly that of including the Orientation and Briefing Division under Intelligence Training (General).
- b. The interim organization reflected in Chart 2 will remain in effect until suitable staffing can be accomplished to result in a merger of the two Intelligence Training Divisions. Chart 3 reflects this merger as well as establishing the Assessment and Evaluation function as a line Division.
- c. In consideration of Chart 3 the following factors should be noted:
  1. The basic principles, methods, and techniques of intelligence, whether they relate specifically to the Clandestine Services or to the production of reports or national estimates, are constant.

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This means that the development of training doctrine and intelligence training as a whole will have the essential continuity and singleness of purpose in order that those engaged in Clandestine Intelligence activities support the intelligence function as a whole. Conversely, those who are given training in intelligence analysis, reporting, and estimating will have an appreciation of the capabilities and limitations of the Clandestine Intelligence activities as they relate to the production of intelligence, training functions does not mean that the security factors surrounding those enrolled in training for the Clandestine Services need be compromised.

2. With the merger of the two intelligence training divisions the Training Aids Branch, together with all of its functions and responsibilities, will be transferred to that division since its particular skills and competences relate primarily to the intelligence training function. This is not to say, however, that Training Aids should not and would not function in support of other divisions when called upon to do so. It would provide, however, for more direct substantive relationships in the Intelligence Training Division. The Support Staff would then be free

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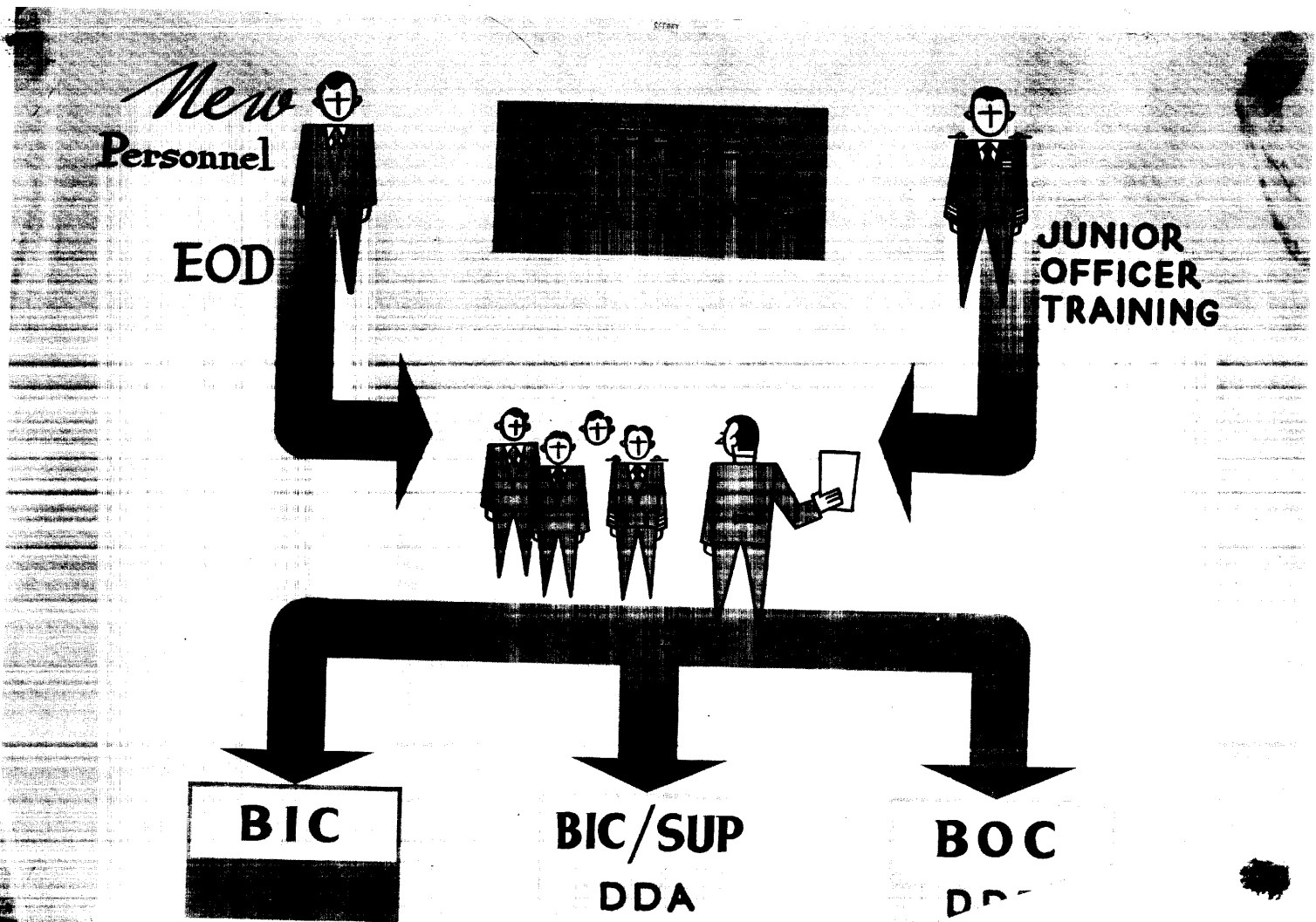
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to devote its full effort to administrative and support activities. Similarly the function of preparing manuals currently carried on by the Plans and Policy Staff would also be transferred to the Intelligence Training Division.

3. The organization reflected in Chart 3 reveals a clean organization with an appropriate balance between staff and line functions and an absence of overlapping and conflicting responsibilities.

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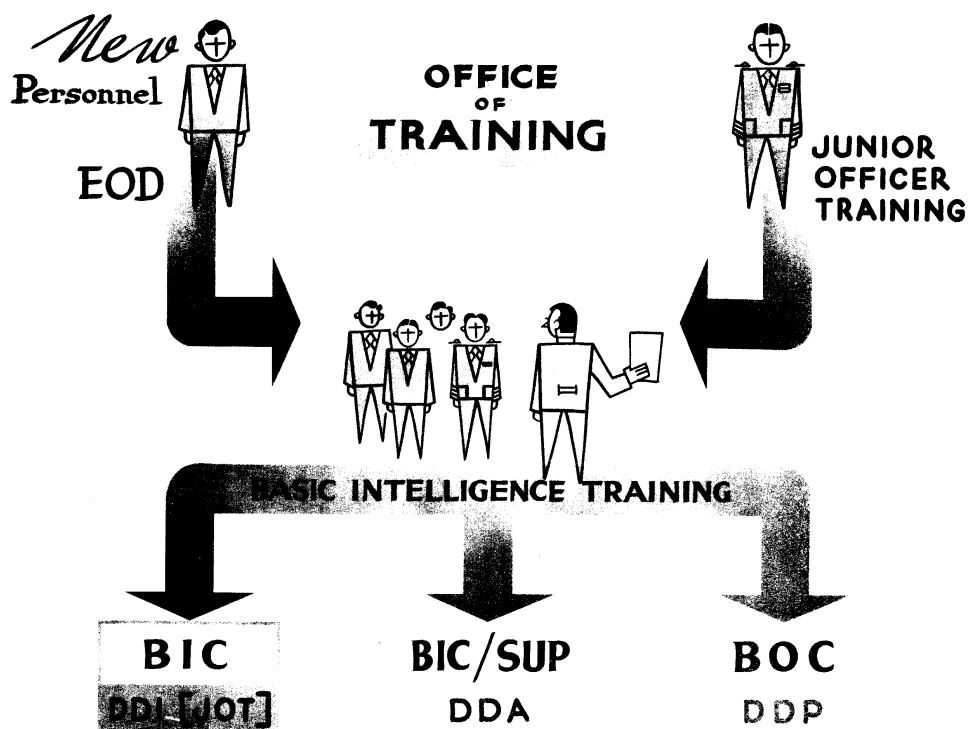
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#### IV. Analysis of Training Problems

(Note: Training problems are identified in the following list. The list is not all inclusive and should be examined jointly by the Division Chiefs, the Director of Training and the Deputy Director of Training in order that the statements clearly identify the problem and are supplemented to include all problems upon which the Office of Training is prepared to make specific recommendations.)

Problem 1. To devise a method for insuring that qualified intelligence officers who have had effective operational experience in the Clandestine Services, and who possess the requisite skills for teaching are made available to the Office of Training for tours of duty as instructors.

Problem 2. To devise a method for insuring adequate cover and security measures to be employed for Agency personnel detailed to training at non-CIA training facilities.

Problem 3. To devise a method of providing "lead time" in the preparation of personnel of the Clandestine Services so that they will be given, in addition to tradecraft training, adequate area-language training commensurate with the requirements of their overseas duty assignment.

Problem 4. To clarify the role of the Director of Training vis-a-vis field training of Agency personnel at overseas Agency installations.

Problem 5. To clarify the role of the Director of Training vis-a-vis those Clandestine projects conducted overseas which involve the training of indigenous personnel.

Problem 6. To establish an advanced level intelligence training program for senior analysts who are engaged in the production of high-level intelligence reports and estimates the objective of which would be to provide a critical analysis of the estimating process and develop doctrine to make it more directly useful to policy and strategic planners. (Reference: Jackson Committee Report)

Problem 7. To establish the requirement for a broader scale of training effort in the executive, management and supervisory field particularly in the higher levels within the Agency.

Problem 8. To accomplish within the Agency a wider use of training as a consequence of the effective use of Junior Officers in releasing on-duty personnel for training assignments.

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✓ Problem 9. To expand the language-area training effort and the use of language-area programs throughout the Agency at basic, intermediate and advanced levels.

Problem 10. To inaugurate surveys throughout the Agency which are designed to appraise the capabilities of the individual against the requirements of his job so that a more effective means of establishing the resultant training requirements can be put into effect.

Problem 11. To review the status of Training Liaison Officers throughout the Agency as to quality and grade level in order to enhance the network of communication through the Training Liaison Officers between the Office of Training and the operating offices of the Agency.

Problem 12. To review the status of on-the-job training within the Agency in order to appraise its effectiveness and where deficient, to meet the projected training objective in suitable means.

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